A studyon the factors influencing student motivation and involvement in the classroomof under graduate and post graduate studentsof Namsai and Lohit district of Arunachal Pradesh

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Abstract

This study investigates the factors influencing the motivation and involvement of students pursuing under-graduate and post-graduate in the classroom environment of Namsai and Lohit districts in Arunachal Pradesh, India. Findings of the study reveals the significance of supportive relationship, engaging course content, and timely feedback in enhancing student motivation and involvement. Negative influences such as stress and lack of clarity regarding course expectations were also identified. The study offers practical suggestions to improve student engagement, including infrastructure enhancements, diversified instructional strategies, and strengthened support systems.

Keywords: Motivation, Engagement, Under-Graduate Students, Post-Graduate Students, Classroom Environment, Teaching Methods.

Introduction

The teachers are the biggest contributors in influencing the students' engagement and motivation in the classroom. Along with the teachers, it's the institutions that must support them by providing them a proper infrastructure that a classroom should have. The proper availability of an infrastructure would determine the students' engagement level and would boost their motivation level of attending class.

The participation of students in their lecture hallis characterized by the elements such as the institution and students' attendance, being ready for the class, teachers' relationship with their students, students' relationship with their peers, the class activities and extra-curricular activities. As the days are passing by more and more need of student's engagement in the classroom is taken into consideration as a tool for motivating them in participating in the class.

In the realm of higher education, student participation and engagement stand as pivotal indicators of effective learning and positive academic interaction between students and educators. This phenomenon includes various forms, ranging from active oral contributions to passive observation, all of which contribute significantly to the overall classroom dynamic. Recognizing the value of comprehending why certain students take part extra actively as compared toother students hold paramount importance in fostering inclusive and effective educational environments.

There is a strong relationship between learning and motivation. Motivating pupils to achieve at all level of education is a major concern for educators and one of the century's most significant difficulties. Lack of motivation can hinder learning and impact education standards. According to Decci and Ryan (2000) motivation is greatly appreciated because of the consequences it produces. In this research we will be looking into the various factors which motivates the student's involvement in the learning process.

Review of literature

Babatunde M. M.et. al., (2012)stated thatthere is a significant correlation between academic self-concept and achievement motivation at the University of Ibadan in Oyo State, Nigeria, and academic engagement and achievement motivation among postgraduate students.

Saeed S.et. al., (2012)highlighted that, although designated students may complete their work without enthusiasm or dedication, engaged students put in lot of effort and strive to become experts in their subject, attaining the best possible academic outcomes within the parameters of their learning environment.

Sharma R. et. al., (2012)found out that students are least committed to the university where they are pursuing their education, only moderately involved terms of enthusiasm and dedication, and most engaged in terms of actively participating in the learning process. This study used a sample of 171 2nd –year MBA students from Management Institute in the National Capital Region (NCR) for its investigation.

Jansenet. al., (2015) in the study, the researchers reveals that the degree to which the perceived development of graduate attributes, three factors play crucial roles: students' performance motivation, the amount of teacher support in creative and critical thinking, and students' inclination to approach the honors track as aeducational community.

Xiang B. (2017) the researcher highlighted thefactors such as language barriers, cultural differences, motivation and teaching style affect how students participate. And also, there is no gender-based differences in the students' classroom or in participation.

AI-Ghafri M. S. R., (2018) the studyis concerned is with the teachers and students of English Foreign Language (EFL) classroom.The researcher points out several socio-cultural factors, such as shyness, religion, gender and culture, that influence much of what happens in the class with regards to the role of teachers and students in shaping classroom participation.

Junejo I.et. al., (2018) the research is based on the sample of four universities (public and private universities)in Sindh, Hyderabad province. The study reveals that the research supervisor and research facilities were insignificant but research course work was found significant on motivation of post graduate research in Sindh.

Mohan M. et. al., (2020) in their study, the researchers identify the obstacles to using Massive Open Online Courses (MOOCs), at the university where students can receive free MOOC courses and certifications.

Gopinathan S.et al., (2022) The researchers' investigations revealed a strong favorable between interactivity, incentive for student engagement, and digital collaborative tools.

Prakasha S. et. al., (2023), A research was conducted on the students attending online classes in schools and colleges of Bangalore, India. And accordingly, the research found that there is a positive correlation between students' intrinsic motivation and student engagement, as the interest towards learning, perceived competence, and perceived choice of students determines student engagement in online classroom.

Objectives

The main objectives of the study are:

- ➢ To identify the essential elements that strongly impact the motivation and involvement levels of under-graduate and post-graduate pupils in the classroom.
- ➢ To investigate the factors that positively and negatively influences students' motivation and involvement in both groups.
- ➢ To examine the effect of teacher-student relationships, feedback mechanisms, and support system on fostering student motivation and involvement in both under-graduate and post-graduate academic settings.

Research Methodology

In this research, we have looked for relevant papers from e-journals. The pertinent papers were reviewed to develop the pattern of the students' involvement and engagement rate in the classroom and how does the engagement rate motivate them in the classroom. The research is grounded in primary as well as secondary data. The primary sources are through questionnaires asked to the students of both the districts (Namsai and Lohit) and the secondary materials were gathered using e-journals. There has been usage of Basic Random Samplingto filter out the study sample. Students from Namsai and Lohit district were taken into the consideration where a total number of 110 respondents participated in the survey. The investigation has been carried out for the period of February'24-April'24, whereas tabulation and other descriptive statistical methods were utilized during the process.

Factors influencing students' motivation and involvement in the classroom hold a significant role regarding the field of teaching for several reasons like enhancing academic performances, supports student well-being, improves retention and graduation rates, educational equity, informs teacher professional development, influences curriculum design life-long learning skills, contribution to research landscape and all these helps in advancing and boosting the domain of teaching through evidence-based practices.

Data analysis and interpretation

Here are the tables and their interpretations on the survey conducted through questionnaire:

Table no1. Demographic Profile of the respondent

S/NO.	BASIC	PARTICULARS	PERCENTAGE (%)
1	AGE	18-20	19.10%
		21-22	74.54%

		22-24	06.36%
		Above	0
2	GENDER	Female	63.64%
		Male	35.45%
		Others	00.91%
3	MARITAL STATUS	Married	01.80%
		Unmarried	98.20%
4	EDUCATION STATUS	Under-Graduate	45.50%
		Post-Graduate	36.40%
		Others	18.10%
5	FIELD OF STUDY	Arts	56.30%
		Commerce	11.00%
		Science	32.70%

Table no 1. presents a detailed demographic overview of the surveyed respondents, delineating their age groups, distributionof genders, marital status, level of education, and fields of study. The data reveals a notable concentration of respondents, 74.54%, in the 21-22 age bracket, with no respondents categorized as above indicating a focus on younger individuals. The majority of respondents are female (63.64%), predominantly unmarried (98.20%), and categorized as under-graduate (45.50%) or post-graduate (36.40%) students. Arts is the most represented field of study (56.30%), followed by science (32.70%) and commerce (11.00%). This comprehensive snapshot or interventions based on the surveyed populations composition.

The survey data reveals insights into the demographic composition of the participants across various categories. Firstly, participants are segmented into four age groups: 18-20, 21-22, 22-24, and "Above." Notably, the majority, comprising 74.54% of respondents, falls within the 21-22 age bracket, indicating a significant concentration in this demographic. Additionally, 19.10% fall within the 18-20 age range, while a smaller percentage, 6.36%, are aged 22-24. Interestingly, there are no respondents listed in the "Above" category, suggesting a potential focus on younger individuals in the survey sample.

The gender distribution among respondents reflects a predominance of female participants, accounting for 63.64% of the total. Male respondents make up 35.45%, while a minimal percentage, 0.91%, falls under the "Others" classification, potentially encompassing non-binary or other gender identities. This distribution provides insight into the gender representation within the surveyed population.

Marital status data indicates that a significant majority, comprising 98.20% of respondents, are unmarried, while only 1.80% are married. This suggests that the survey primarily targeted unmarried individuals, offering valuable insights into the perspectives and experiences of this demographic group.

Regarding education status, respondents are categorized into Under-Graduate, Post-Graduate, and "Others." Under-Graduate students constitute the largest group, accounting for 45.50% of respondents, closely followed by post-graduate students at 36.40%. The "Others" category, encompassing individuals

with education statuses not fitting into the previous two categories, comprises 18.10% of respondents. This segmentation sheds light on the educational background of the surveyed population.

Finally, the distribution of respondents across different fields of study provides insights into their academic interests. The Arts field emerges with the highest representation, encompassing 56.30% of respondents. Science follows closely with 32.70%, indicating a significant portion of respondents from scientific disciplines. In contrast, Commerce represents the smallest proportion at 11.00%, suggesting a lesser number of respondents from this field compared to the others. This breakdown offers valuable insights into the academic inclinations and preferences within the surveyed population.

Overall, the table provides a comprehensive snapshot of the demographic characteristics of the surveyed respondents, offering insights into theirgender, age, marital status, educational background, and field of study. These insights can be valuable for understanding the composition of the surveyed population and tailoring any subsequent analysis or interventions accordingly.

Table no 2. Essential elements that strongly influence motivation and engagement level

S/NO.	BASIC	PARTICULARS	PERCENTAGE (%)
1	What do you consider as a key factor that significantly impacts your motivation and involvement in the classroom environment?	a)Classroom size and physical environment	06.36%
		b)Teaching methods and instructional strategies	16.36%
		c) Availability of extracurricular activities and social events	18.18%
		d) Familiarity with classmates and group dynamics	09.10%
		e) All of these above	50.00%
2	How do you perceive the differences in motivation and engagement levels between under-graduate and post-graduate students?	a) Under-Graduates students are generally more motivated and engaged compared to post-graduates	05.45%
		b)In general terms post-graduate students exhibit greater	13.63%%

		motivation and participation as compared to Under-Graduates	
		c) There are no significant differences in motivation and involvement levels between the two groups	44.55%
		d)Motivation and engagement levels vary depending on individual preferences and circumstances rather than academic level	36.37%
3	Which of the following factors do you believe has the greatest impact on student motivation and involvement in the classroom?	a) Personal interest in the subject matter	05.45%
		b)Quality of interaction with instructors and peers	18.18%
		c) Relevance of coursework to future career goals	22.56%
		d)Availability of resources and support services	13.37%
		e) All of these above	41.00%

Table no 2. Presents the essential elements that strongly influence motivation and engagement levels in the classroom environment, as perceived by the respondents and accordingly the following are the explanation:

Firstly, respondents were asked to identify the essential elements that strongly impact their motivation and involvement in the classroom environment. Among the options provided, most of the respondents

with 50.00%, selected "All of the above," indicating that they believe all listed factors play a significant role in influencing their motivation and engagement. Whereas, the availability of extracurricular activities and social events received the second-highest percentage at 18.18%, followed by teaching methods and instructional strategies at 16.36%.

Secondly, theResponders were asked to express their perception regarding differences in motivation and involvement levels between under-graduate and post-graduate students. The largest percentage of respondents, 44.55%, selected option c), indicating that they consider there are no significant differences in motivation and involvement levels between under-graduate and post-graduate students. This suggests a perception of parity between the two academic levels concerning of motivation and engagement.

Likewise, the Responders were asked to identify the factor they believe has the greatest impact on student motivation and involvement in the classroom. The highest percentage of respondents, 41.00%, selected option e), indicating that they consider all listed factors collectively have the biggest influence on student motivation and engagement,and relevance of coursework to future career goals received the second-highest percentage at 22.56%, followed by quality of interaction with instructors and peers at 18.18%.

Overall, the table provides insights into the perceptions of Responders regarding various essential elements strongly impacting on students' motivation and involvement levels in the classroom environment, and their views on differences between under-graduate and post-graduate students in this regard. These revelations can guide tactics aimed at raising student enthusiasm and involvement in learning environments.

Table no 3. Positive and negative factors influencing students' motivation and engagement

S/NO.	BASIC	PARTICULARS	PERCENTAGE (%)
1	What factors do you believe positively influence your motivation and engagement in the academic environment?	a)Supportive relationships with professors and peers	21.82%
		b)Relevant and engaging course content	11.00%
		c) Opportunities for research or practical application of knowledge	07.27%
		d) Unlimited extracurricular activities and social interactions	12.71%
		e) All of these above	47.20%
2	What of the following factors do you perceive as negatively impacting your	a)High levels of stress and academic pressure	15.45%

	motivation and engagement in your academic pursuits?	b)Lack of clarity regarding course expectations and objectives	21.00%
		c) Lack of clarity regarding the course taken by the students	21.74%
		d) All of these above	41.81%
3	How do you perceive the role of personal motivation in influencing your engagement with academic tasks?	a)Strong personal motivation drives my engagement and commitmentto academic pursuits	15.45%
		b)External factors, such as grades or rewards, primarily influence my motivation	42.73%
		c)Motivation has little impact on my engagement; I prioritize external factors	11.82%
		d) I struggle to stay motivated and engaged with academic task regardless of external or personal factors	30.00%

Table no 3. outlines both the positive and negative factors influencing students' motivation and engagement in both groups.

In the question asked about the positive factors that the responders considers to increase their motivation and engagement in the academic environment, with 21.82% the second highest response received was the supportive relationships with professors and peers, whereas with 11.00% the relevant and engaging course content received the fourth highest response, likewise, opportunities for practical application of knowledge received the least response with 07.00%, and with 12.71% response the unlimited extracurricular activities was the third most highest response received. And with 47.20%, the highest

response received was the option all of these above.Notably, nearly half of the responders consider that all these factors combined positively impact their motivation and engagement

Conversely, though negative influences include high levels of stress, lack of clarity regarding course expectations and objectives, and confusion about the courses taken. A significant proportion of students perceive these negative factors as hindrances to their motivation and engagement, with over 40% identifying all these issues collectively.

Additionally, the perception of personal motivation's role varies among students. While some feel strongly driven by personal goals, others are primarily influenced by external factors like grades or rewards. There's also a group who struggles to maintain motivation and engagement regardless of external or personal factors. This suggests the intricate nature of student motivation and the significance of addressing both internal and external influences to support student success and well-being in academic pursuits.

Overall, supportive relationships, engaging content, and clear expectations positively impact motivation, while stress, lack of clarity, and external factors negatively affect it. Personal motivation varies among individuals, with some driven by internal factors and others by external rewards.

Table no 4.Analyzing student-Teacher Dynamics, feedbacks and engagement across under-Graduate and Post-Graduate Levels

S/NO.	BASIC	PARTICULARS	PERCENTAGE (%)
1	How do you perceive the impact of teacher-student relationships on your motivation and engagement in academic settings?	a)Strong Teacher-Student relationships positively influence my motivation and engagement	51.00%
		b)Teacher-Student relationships negatively affect my motivation and engagement	18.00%
		c)I prefer to work independently and do not rely on Teacher-Student relationships for motivation	31.00%
2	What role do feedback mechanisms play in your motivation and engagement with academic tasks?	a)Timely and constructive feedback enhances my	50.00%

		motivation and engagement significantly	
		b)Feedback mechanisms do not influence my motivation and engagement significantly	05.00%
		c)I prefer not to receive feedback as it does not affect my motivation or engagement	35.00%
		d)Daily feedback is necessary for increasing my motivation and engagement level on the basis of academic	10%
3	How important are support systems (e. g., counseling services, and academic advisor) in fostering your motivation or engagement?	a)Support systems plays a crucial role in supporting my motivation and engagement	39.00%
		b)Support systems have minimal impact on my motivation and engagement	08.00%
		c)Lack of support systems negatively affect my motivation and engagement	18.00%
		d)I prefer to navigate	35.00%

		academic challenges independently and do not rely on support systems	

Table no 4. Presents an analysis of student-teacher dynamics, feedback, and engagement levels across undergraduate and postgraduate levels. It outlines the responses to three key questions:

When the first question was asked to the respondents about how they individually perceive the impact of teachers-students relationship regarding the motivation and engagement in academic settings, where, 51% of the respondents feels that strong relationships positively influence their motivation and engagement, 18% perceive a detrimental effect on motivation and engagement because of such relationships and lastly, 31% prefer working independently without relying on teacher-student relationships for motivation.

Similarly, when the question was asked regarding the feedback mechanism, 50% believe timely and constructive feedback significantly enhances their motivation and engagement, and only 5% state that feedback mechanisms don't influence their motivation significantly, but 35% prefer not to receive feedback as it doesn't affect their motivation or engagement and 10% express the need for daily feedback to increase their motivation and engagement.

And when the question was asked regarding the importance of support system, 39% consider support systems crucial for fostering their motivation and engagement and only 8% believe support systems have minimal impact and likely, 18% feel lack of support systems negatively affects their motivation and engagement but 35% prefer navigating academic challenges independently without relying on support systems

Overall, the table highlights varying perspectives on the influence of teacher-student relationships, feedback mechanisms, and support systems on student motivation and engagement in academic settings, providing understanding of the elements that impact student engagement across different educational levels.

Table no 5.What would you say about your overall motivation to succeed in your studies?

PARTICULARS	PERCENTAGE
Extremely High	12%
High	20%
Middling	39%
Low	20%
Very Low	09%

Rating the overall motivation to succeed in studies

■ Extremely high　■ High　■ Middling　■ Low　■ Very low
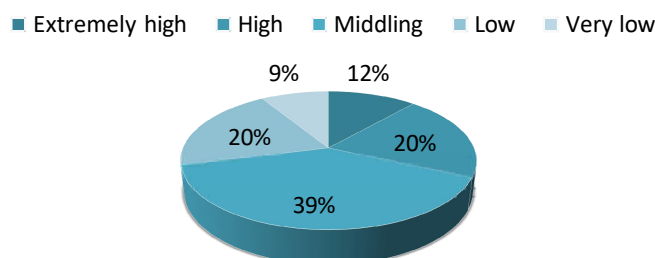
The table no 5. Presents a breakdown of students' self-assessed levels of motivation to succeed in their studies. Most of the students perceive their motivation as moderate, comprising 39% of the responders. Additionally, a significant portion of students report high motivation (20%), while a slightly smaller proportion indicate low motivation (20%). A smaller percentage of students express very high (12%) or very low (9%) levels of motivation. Overall, the distribution suggests a diverse range of motivation levels among students, with a notable portion falling into the moderate category, indicating potential room for improvement in fostering higher levels of motivation across the student population.

Findings of the study

 The study discovered that certain elements, such as classroom environment, teaching methods, extracurricular activities, and social events collectively impact students' motivation and engagement, according to 50% of respondents, interestingly, and 44.55% of participants perceive no significant differences in motivation and engagement levels between under-graduate and post-graduate students.

Supportive relationships with professors and peers, engaging course content, opportunities for practical application of knowledge, and extracurricular activities were identified as positive influencers of motivation and engagement for under-graduate and post-graduate students.

Conversely, high levels of stress, lack of clarity regarding course expectations, and confusion about courses taken were cited as negative influences on motivation and engagement for both the groups.

Timely and constructive feedback was highlighted as significant for enhancing motivation and engagement, along with the importance of support systems like counseling services and academic advisors

Suggestions

Invest in improving classroom infrastructure and ensuring a conducive learning environment to boost student motivation and engagement for the students pursuing higher level of studies.

Encourage educators to employ varied instructional strategies to cater to diverse learning styles and enhance student engagement in the classroom

Facilitate opportunities for students to participate in extracurricular activities and social events to enhance their overall motivation and engagement.

Implement measures in order to lower kids' stress levels and provide clear course expectations to minimize confusion and enhance motivation.

Strengthen support systems such as counseling services and academic advisors to provide timely feedback and guidance, thereby supporting student motivation and engagement.

Conclusion

In conclusion, the study sheds light on the multifaceted factors influencing students' motivation and engagement in academic settings, particularly focusing on under-graduate and post-graduate students in Namsai and Lohit districts of Arunachal Pradesh. Key findings underscore the importance of a conducive classroom environment, supportive relationships with professors and peers, engaging course content, and timely feedback mechanisms in fostering student motivation and engagement. While positive factors like extracurricular activities and social events contribute to enhancing student engagement, negative influences such as high stress levels and lack of clarity regarding course expectations pose challenges. Nonetheless, the study highlights the opportunity for improvement viafocused interventions, including infrastructure enhancements, diversified instructional strategies, and strengthened support systems. Moving forward, implementing the suggested strategies can facilitate a more inclusive and conducive learning environment, ultimately enhancing student motivation, engagement, and overall academic success in both under-graduate and post-graduate settings.

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